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ABSTRACT

This book is intended to help participants in Individualized Education Program (IEP) meetings for children with disabilities to meet basic requirements of the Individuals with Disabilities Education Act in a defensible way and offers an approach to putting data before the IEP team, structuring deliberations, and documenting decisions. It stresses that participants should assume their decisions will be legally scrutinized, therefore IEP decisions should be comprehensive, relevant, and based on verifiable fact and qualified opinion. After an introductory chapter, individual chapters address the following types of IEP meetings, those designed: (1) to address discipline issues; (2) to address placement in the least restrictive environment; (3) to write specific goals and objectives; (4) to write the behavior management plan; (5) to choose related services; (6) to address methodology; (7) to address medical services; (8) to address assistive technology; and (9) to address reimbursement for private services. Each of these chapters discusses the specific issue in terms of background information, the documentation that the team should have available and why, who should be present at the IEP team meeting and why, the order of business for IEP team members, key deliberations to document, and invoking stop-gap measures. (DB)

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